



KENTUCKY BOARD OF EDUCATION

FEBRUARY BOARD NOTES

Volume 19, No. 1 -- Report of the February 2, 2011, Regular Meeting

COMMENTS FROM DAVID KAREM, KENTUCKY BOARD OF EDUCATION CHAIR



The majority of the February 2 board meeting was focused on the new accountability system proposal and related matters. The board is moving toward final approval of the accountability model at its April 13 meeting; thus, if you have input or comments that you want the board to consider on this topic, please e-mail them to Mary Ann Miller at maryann.miller@education.ky.gov or mail them to:

David Karem, Chair
Kentucky Board of Education
c/o the Kentucky Department of Education
Capital Plaza Tower, Rm. 116
500 Mero St.
Frankfort, KY 40601

Additionally, please take note of the following important positions that were taken by the board at the February meeting:

- The board voted to give its full support to continuing the implementation of Senate Bill 1.
- The board is still committed to pursuing a Program Review for World Language as the first priority after the three Program Reviews mandated by Senate Bill 1 are in place.
- The board unanimously supports House Bill 225, the Graduation Bill. In fact, five members of the board attended the House Education Committee meeting where the bill was heard in order to indicate the board's position.

Please feel free to communicate with us on any comments or questions that you want to offer on P-12 education issues through the e-mail address or mailing address reflected above.

BOARD VOTES UNANIMOUSLY TO SUPPORT CONTINUATION OF SB1 IMPLEMENTATION

At the February 2 board meeting, Commissioner Terry Holliday discussed his recent letter to Senate President David Williams and House Speaker Greg Stumbo that urged continuance of Senate Bill 1 (SB1) implementation. He indicated that he would be addressing superintendents on this topic over the weekend and asked for the board's support of his position.

In a unanimous vote, the Kentucky Board of Education gave its full support to continuing with SB1 implementation as stated in the commissioner's letter to legislative leadership. The letter can be found at:

<http://www.education.ky.gov/KDE/Administrative+Resources/Commissioner+of+Education/Commissioner+Hollidays+Blog/Dont+Slow+Down+on+Senate+Bill+1.htm>

For more information on this matter, contact Mary Ann Miller at (502) 564-3141 or via e-mail at maryann.miller@education.ky.gov.

BOARD CONTINUES DISCUSSION ON PROPOSED NEW ACCOUNTABILITY SYSTEM

The Kentucky Board of Education conducted the first reading of 703 KAR 5:200, Next Generation Learners, the regulation that will establish the new accountability system. Attached to this newsletter is a document describing the proposed model.

Specifically, the board gave the following major feedback on the model:

- Kentucky Department of Education (KDE) staff are to work with the Kentucky Association of Career and Technical Education (KACTE) to determine the specifics of a definition for career readiness. See the attached proposal that KACTE presented to the board.
- The board indicated it agreed with the proposed weights found at the bottom of page 3 of the attached document describing the proposed model.
- KDE staff were asked to investigate a way to link EXPLORE to PLAN and ACT for district accountability as a growth measure.
- The board agreed that for now, KDE needs to bring forward the three Program Reviews mandated by Senate Bill 1 due to the current work capacity of KDE. Additionally, KDE staff were asked to bring back to the April meeting a proposal for additional Program Reviews along with a timeline for their development. World Language was requested to be the next priority in Program Review development.

The regulation will come back to the board at its April 13 meeting for final approval.

Questions and feedback on the accountability proposal can be sent to Ken Draut at (502) 564-2256 or via e-mail at ken.draut@education.ky.gov.

INITIAL DISCUSSION ON RECOGNITION AND ASSISTANCE FOR THE NEW ASSESSMENT AND ACCOUNTABILITY SYSTEM OCCURS

When Kentucky's accountability model is fully developed and operational, the board must determine how to recognize success and assist toward improvement for schools and districts. An initial conversation on this topic occurred at the February meeting and the board gave general input on potential ways to accomplish these essential functions.

The board was apprised that regulatory language for recognition and assistance would come back to their April 13 meeting for the first reading with final approval to occur in June.

For more information on this topic contact Dr. Larry Stinson at (502) 564-4970 or via e-mail at larry.stinson@education.ky.gov.

OTHER ITEMS APPROVED AT THE FEBRUARY MEETING WERE:

- Minutes from the December 7-8, 2010, meeting
- District facility plans for Bath County and Hazard and Fulton Independent School Districts
- 2010-11 Local district tax rates levied
- 702 KAR 7:065, Designation of Agent to Manage High School Interscholastic Athletics and Revisions in the KHSAA bylaws (Final)
- Kentucky School for the Blind (KSB) Advisory Board Appointment
- Appointment to the State Textbook Commission

OTHER ITEMS REVIEWED WITH NO ACTION TAKEN WERE:

- Legislative Update
- Hearing Officer's Report
- KDE Employment Report

KBE MEETING DATES

KBE MEETING DATES 2011

<u>2011</u>	<u>Type of Meeting</u>	<u>Location</u>
April 13, 2011	Regular meeting	Frankfort
June 8, 2011	Regular meeting	Frankfort
August 3-4, 2011	KBE Retreat meeting & Regular meeting	Frankfort
October 5, 2011	Regular meeting	Frankfort
December 7, 2011	Regular meeting	Frankfort

KBE MEETING DATES 2012

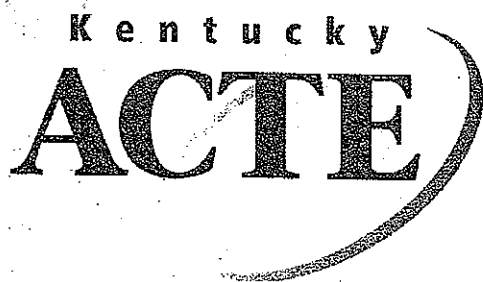
February 1, 2012	Regular meeting	Frankfort
April 4, 2012	Regular meeting	Frankfort
June 6, 2012	Regular meeting	Frankfort
August 8-9, 2012	KBE Retreat meeting & Regular meeting	Frankfort
October 10, 2012	Regular meeting	Frankfort
December 5, 2012	Regular meeting	Frankfort

For questions on meeting dates, contact Mary Ann Miller at 502-564-3141 or via e-mail at MaryAnn.Miller@education.ky.gov.

The actions described above were taken in open session of the Kentucky Board of Education at the February 2, 2011, regular meeting conducted in the State Board Room, Capital Plaza Tower, 1st Floor, Frankfort, Kentucky. This information is provided in summary form, and an official record of the meeting is available on tape in the permanent records of the Kentucky Board of Education, First Floor, Capital Plaza Tower, Frankfort, Kentucky 40601. These records are open for inspection Monday through Friday, 8:00 a.m. - 4:30 p.m.

For additional information about the Kentucky Board of Education meetings, agendas, minutes or special accommodations needed for attending meetings, contact Mary Ann Miller, Policy Advisor, at (502) 564-3141.

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Career Readiness in Kentucky

Recommendations and Guiding Principles

Presented by the Kentucky Association for Career and Technical Education (KACTE), January 13, 2011

As the Kentucky Department of Education (KDE) fulfills the mandates of Senate Bill 1 (2009) to increase the number of high school graduates prepared to perform college-level work, the Kentucky Association for Career and Technical Education (KACTE), a professional association comprising Career and Technical Education (CTE) teachers and administrators, congratulates KDE and the Council on Postsecondary Education (CPE) for seeking a unified strategy for college

AND career readiness. An educational system assessing accountability for both college and career readiness offers all students an opportunity to succeed in the ultimate goal of attaining a self-sufficient life. KACTE offers the following, hoping the definition of career readiness, guiding principles, and recommendations for assessment and implementation contribute to development of an accountability system measuring students' achievement toward college, work and life.

Career Readiness consists of three elements:

- ① *the level of preparation attained by students in **core academic communication and math skills**, which will allow students to function and excel in the classroom, at the workplace or in routine daily activities;*
- ② ***employability skills**, such as critical thinking and responsibility, which are essential in any career area; and*
- ③ ***technical and job-specific skills** related to a specific career pathway that offers life-sustaining wages and opportunities for advancement.*

Guiding Principles

KACTE's goal in this proposal is to define "career readiness," and in so doing provide the educational community with guidelines, that if implemented, could offer each student served by Kentucky's educational system an opportunity to achieve success in life. To support the goal, KACTE presents the following principles to frame development of a Career Readiness definition:

- College Readiness and Career Readiness are two separate concepts; there are commonalities between them, but also some significant differences.
- There is a difference between being job ready (entry level) and Career Ready.
- The definition of Career Readiness must identify the components of knowledge, skills, and aptitudes needed for a student to be Career Ready.
- A student can be College Ready, Career Ready or both College and Career Ready.
- There is more to College Readiness than ACT scores; for example, the ability to apply knowledge to real-life situations.

Any student eventually has a career as a goal. Thus, Career Readiness is for ALL students as each of the three skills -- academic, technical and employability -- are a necessary foundation on which students can build lives and be prepared to confront the inevitable changes life brings.

Supporting the premise that College and Career Readiness are for ALL students, KACTE cites the Association for Career and Technical Education (ACTE) Issue Brief, "What is Career Ready?" Further, ALL students need employability skills, a key component of career readiness. ACTE cites the Society for Human Resource Management (SHRM) in the "What Is Career Ready?" Issue Brief: "Overall, employers placed the greatest weight on employee adaptability and critical thinking skills."

Recommendation for Assessment

At this time, there is no single measure for Career Readiness for every possible job in the marketplace, or even for every possible job in any of the 14 Career Clusters recognized by KDE. KACTE believes a composite system of measures, captured in an end-of-term portfolio containing

other appropriate attainment information, would best serve as a judgement of College AND Career Readiness.

The suggested Career Readiness measures are divided into the categories of technical skills, academic proficiency skills, and employability skills. The categories reflect research of what is needed to be successful on the job or in the workplace. To be truly career ready, KACTE suggests at least one measure must be attained in each of the three categories. Within each category, there are several potential measurement tools for consideration. It is essential to use measurements that can be or have been validated through research and evaluation.

Category	Measurement
Technical Skills	Industry Certification KOSSA *
Academic Proficiency Skills in Communications/Math	ACT COMPASS KYOTE WorkKeys/NCRC
Employability Skills	ASVAB WorkKeys/NCRC NOCTI-Job Ready

KACTE recommends to attain an assessment of Career Ready, a student must meet two criteria:

1. He or she should obtain at least one of the measures in each of the three skill categories.
2. Each measure could be weighted with a point value and recorded in an individual portfolio. The tabulation of accomplishments in the portfolio will result in an individual score of Career Readiness, with a minimum score necessary to earn a Career Readiness Certificate.

A Career Readiness Certificate documents that a student earned a minimum score with at least one measure attained in each of the three skill categories.

Recommendations for Implementation

KACTE recognizes there may be no easy or inexpensive way to account for career readiness. Nonetheless, to provide guidance for all students toward a career and to give students the ability to depict their accomplishments to both potential postsecondary institutions and employers, KACTE suggests statewide implementation of the Career Major Certificate (outlined in the 2002 KDE document, *A Guide to Selecting Career Clusters and Career Majors in Kentucky*). The Kentucky Career Major Certificate represents the culmination of the high school portion of the Individual Learning Plan (ILP) for students who major in a specific career in high school. It requires the completion of four elements: graduation requirements, an approved course sequence in any career cluster, related work-based learning,

and a culminating project demonstrating communications, math and technical skills.

KACTE believes all students will benefit from a portfolio. A portfolio is the logical extension of the recommended full implementation of the Individual Learning Plan (ILP) and comprehensive advising process identified as Strategy 3 of the *Unified Strategy for College and Career Readiness Senate Bill 1 (2009)* prepared by KDE and CPE. The portfolio includes: GPA in academic and technical courses, attendance, leadership activities such as participation in Career and Technical Education Student Organizations (CTSOs), skill demonstrations through CTSE events, work-based learning of all types (accompanied by external evaluation), and examples of work accomplished.

Pairing attainment measures in each skill category with the nationally recognized career pathways movement unites ALL students in a single system of College and Career Readiness. KACTE believes these measures should be reported in an individual portfolio along with other educational achievements. An example of such a portfolio is used in Ohio.

KACTE acknowledges this process of identifying Career Readiness will increase the amount of time spent in administering assessments, collecting data, and maintaining records. However, KACTE believes a process identifying true Career Readiness within the context of the academic knowledge, skills and aptitudes needed by American workers now and into the future requires such diligence and time. It diminishes the potential of Career Readiness not to consider all aspects of skill development in defining it.

Citations

KACTE relied on several sources in developing this proposed definition and related recommendations.

1. *What is Career Ready?*, Association for Career and Technical Education (ACTE), Arlington, VA
2. *Reflect, Transform, Lead: A New Vision for Career and Technical Education*, National Association of State Directors of Career Technical Education Consortium (NASDCTEC), Silver Spring, MD
3. Proposed College and Career Ready Performance Index, Georgia Department of Education, Atlanta, GA
4. *Unified Strategy for College and Career Readiness (Senate Bill 1, 2009)*, Kentucky Department of Education and Kentucky Council on Postsecondary Education, Frankfort, KY, June 15, 2010
5. *A Guide for Selecting Career Clusters and Career Majors in Kentucky*, Kentucky Department of Education, Frankfort, KY, 2002
6. Career Passport, Grant Career Center, Bethel, Ohio; Kenneth D. Kappel, Principal

* KOSSA (Kentucky Occupational Skill Standards Assessment). KACTE supports external evaluation of KOSSA. These skill standards assessments, developed by KDE with business and industry support, provide a measure of technical skill attainment for some careers that do not have currently developed or recognized industry certifications.

NEXT-GENERATION LEARNERS PROPOSED ACCOUNTABILITY MODEL

DRAFT FOR DISCUSSION

Revised based on input from Kentucky Board of Education, stakeholders and data simulations

The Kentucky Department of Education's mission is to prepare all Kentucky students for next-generation learning, work and citizenship by engaging schools, districts, families and communities through excellent leadership, service and support.

BACKGROUND

Education Commissioner Terry Holliday and staff in the Kentucky Department of Education continue to discuss with the Kentucky Board of Education (KBE) and various stakeholder groups (i.e., School Curriculum, Assessment and Accountability Council (SCAAC), Superintendents in Co-op meetings, District Assessment Coordinators, Kentucky Association of Assessment Coordinators, Education Coalition, Math Achievement Committee, Kentucky Association of School Councils Conference, Prichard Committee for Academic Excellence and Parents Advisory Council) the broad concepts proposed for a future state accountability model. Specifically, the broad categories of Achievement, Gap, Growth, Readiness and Graduation Rate are being introduced to solicit feedback from educators, stakeholders and the public.

On December 7, 2010, the Kentucky Board of Education (KBE) participated in a study session regarding the proposed accountability model. The study session yielded several KBE decisions that are reflected in this document. Based on stakeholder feedback and data simulations, revisions have been made to simplify the data calculations and reduce complexity.

A BALANCED APPROACH

Senate Bill 1 (2009 Kentucky General Assembly) requires Kentucky to begin a new assessment and accountability system in 2011-2012. The proposed assessment and accountability model is a balanced approach that incorporates all aspects of school and district work and is organized around the Kentucky Board of Education's four strategic priorities: next-generation learners, next-generation professionals, next-generation support systems and next-generation schools/districts.

The list below details the indicators that could be included in the future accountability model around each of these strategic priorities.

Next-Generation Learners	Next-Generation Professionals	Next-Generation Support Systems	Next-Generation Schools/Districts
Achievement (Proficiency)	Percent Effective Teachers	Working Conditions Survey	Revised Report Card
Gap	Percent Effective Leaders	Program Reviews	New Accountability System
Growth			
Readiness for College/Career			
Graduation Rate			

The attached document is an overview of the proposed accountability model for next-generation learners.

NEXT-GENERATION LEARNERS PROPOSED ACCOUNTABILITY MODEL

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Calculation for School/District Point Total

Points generated in **Achievement** for all 5 content areas + **Gap** (percentage of proficient and distinguished) for the Non-duplicated Student Group for all 5 content areas + **Growth** in reading and mathematics (percentage of students at typical or higher levels of growth) + **College Readiness** as measured by the percentage of students meeting benchmarks in 3 content areas on EXPLORE at middle school + **College/Career Readiness Rate** as measured by ACT benchmarks, college placement tests and career measures + **Graduation Rate**.

KBE asked that within each Classification an indicator be added to show the direction in which the performance of the school/district is moving.

SCHOOL AND DISTRICT CLASSIFICATIONS

Distinguished	<p><u>Cut score (to be determined)</u> points or more in</p> <p>Elementary: Achievement + Gap + Growth</p> <p>Middle: Achievement + Gap + Growth + College Readiness</p> <p>High: Achievement + Gap + Growth+ College/Career Readiness Rate + Graduation Rate</p>
Proficient	<p><u>Cut score (to be determined)</u> points in</p> <p>Elementary: Achievement + Gap + Growth</p> <p>Middle: Achievement + Gap + Growth + College Readiness</p> <p>High: Achievement + Gap + Growth+ College/Career Readiness Rate + Graduation Rate</p>
Needs Improvement	<p><u>Cut score (to be determined)</u> points in</p> <p>Elementary: Achievement + Gap + Growth</p> <p>Middle: Achievement + Gap + Growth + College Readiness</p> <p>High: Achievement + Gap + Growth+ College/Career Readiness Rate + Graduation Rate</p>
Persistently Low Achieving	<p>Fewer than <u>cut score (to be determined)</u> points in</p> <p>Elementary: Achievement + Gap + Growth</p> <p>Middle: Achievement + Gap + Growth + College Readiness</p> <p>High: Achievement + Gap + Growth+ College/Career Readiness Rate + Graduation Rate</p>

NEXT-GENERATION LEARNERS PROPOSED ACCOUNTABILITY MODEL

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Categories within Next-Generation Learners

(This model is based on student data from state-required assessments administered in grades 3-12.)

Grade Range	Achievement	Gap	Growth	College/Career Readiness	Graduation Rate
Elementary	Tests: Reading, mathematics, science, social studies and writing	Tests: Reading, mathematics, science, social studies and writing	Reading and mathematics	N/A	N/A
Middle	Tests: Reading, mathematics, science, social studies and writing	Tests: Reading, mathematics, science, social studies and writing	Reading and mathematics	EXPLORE (College Readiness)	N/A
High	End of Course Tests**	End of Course Tests**	PLAN to ACT Reading and mathematics	College/Career Readiness Rate	AFGR*/Cohort Model

*AFGR is Averaged Freshman Graduation Rate.

**SCAAC has recommended four End of Course exams in 2012, the first year of the new system: English II, Algebra II, Biology and US History.

Process

Individual student data collected from the assessments and rates listed in the chart above are used to generate a numeric value for each category of Next-Generation Learners—Achievement, Gap, Growth, College Readiness and Graduation Rate. The value for each category is weighted to create a final overall score for Next-Generation Learners. The following table illustrates the weights.

Grade Range	Achievement	Gap	Growth	College Readiness	Graduation Rate	Total
Elementary	30	30	40	N/A	N/A	100
Middle	28	28	28	16	N/A	100
High	20	20	20	20	20	100

A standard setting process will establish the cut scores to classify a school or district as Distinguished, Proficient, Needs Improvement or Persistently Low Achieving (PLA). A cut score is the numeric values where schools or districts enter or exit the classifications. Note: The PLA designation identifies the lowest five percent as required by federal and state statute and regulation.

NEXT-GENERATION LEARNERS PROPOSED ACCOUNTABILITY MODEL

DRAFT FOR DISCUSSION

Revised based on input from Kentucky Board of Education, stakeholders and data simulations.

Proposed Achievement Calculation: For each content area, 1 point awarded for each percent of students scoring proficient or distinguished. One-half point awarded for each percent of students scoring apprentice. No points awarded for novice students.

KBE directed a bonus for distinguished be added that does not mask or overcompensate for novice performance. To calculate the bonus, each percent distinguished earns an additional one-half (.5) point and the percent novice is multiplied by a negative one-half (-.5) point so that novice points may offset the distinguished bonus. If the novice performance completely offsets the distinguished bonus, no points are added to or subtracted from the achievement calculation.

Proposed Gap Calculation: Kentucky's goal is 100% proficiency for all students. The distance from that goal or gap is measured by creating a student Gap Group—an aggregate count of student groups. Student groups combined include ethnicity/race (African-American, Hispanic, Native American), Special Education, Poverty (free/reduced lunch) and Limited English Proficiency that score at Proficient or higher.

Non-duplicated Counts

To calculate the combined student Gap Group, **non-duplicated counts** of students who score proficient or higher and are in the student groups would be summed. This will yield a single gap number of proficient or higher students in the Student Gap Group with no student counting more than one time and all students in included groups being counted once. Following is an example of how non-duplicated counts work.

Student 1: Donatello— African American, Free/Reduced Lunch (SCORED PROFICIENT)
Student 2: Ricky—White, Free/Reduced Lunch, Special Education
Student 3: Enrique —Limited English Proficient, Free/Reduced Lunch
Student 4: Michelle – Free/Reduced Lunch (SCORED PROFICIENT)
Student 5: Marco – Limited English Proficient, Free/Reduced Lunch, and Special Education

If the five students above were counted in each of the student groups to which they belong, there would be 3 proficient students and 8 not proficient students in the calculation. With the exception of Student 4: Michelle, this is a double or triple counting of each individual student. This counting method would yield 27% proficient. A non-duplicated count would show 5 total students with 2 (Donatello and Michelle) as proficient or higher and yield 40% proficient.

Non-duplicated Gap Group Performance Reported

The percent of students performing at proficient and distinguished in the Non-duplicated Gap Group is reported annually.

NEXT-GENERATION LEARNERS PROPOSED ACCOUNTABILITY MODEL

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The "N" count (number of students reported) is based on total school population, not grade by grade enrollment.

All individual group gaps will be produced for reporting, but schools will be held in the accountability model to closing the combined Non-duplicated Gap Group. See the example below.

DEMOGRAPHIC GROUP	READING 2009 STUDENT COUNT	READING 2009 PERCENT (PROFICIENT + DISTINGUISHED)		READING 2010 STUDENT COUNT	READING 2010 PERCENT (PROFICIENT + DISTINGUISHED)
Non-Duplicated Gap Group*	279	36.20		279	35.13
*African-American	163	34.97		154	25.97
*Hispanic	20	50.00		15	46.67
*Native American	0	0		0	0
*With Disability	66	12.12		52	19.23
*Free/Reduced Lunch	237	36.71		263	35.36
*Limited English Proficiency	19	21.05		26	3.85
Other Groups Report					
All Students	303	38.28		304	38.16
Male	175	32.00		165	31.52
Female	128	46.88		139	46.04
White	107	41.12		111	50.45
Asian	4			16	50.00
*Groups included in Gap					

Proposed Growth Calculation: Points awarded for percentage of students growing at typical or high growth. Scale for growth would be determined at equal intervals. For elementary and middle schools, calculation is completed for reading and mathematics where annual testing occurs (grades 3-8). Schools receive 1 point for each percent of students that show typical or high growth. At high school, the same model of awarding points for student performance along a scale was discussed. Points are awarded for percentage of students showing growth when comparing student performance on PLAN (grade 10) compared to ACT (grade 11). The PLAN and ACT composite scores in reading and mathematics are used for comparison.

The proposed growth calculation uses a Student Growth Percentile. It compares an individual student's score to the student's academic peers. Following are two growth samples modified from

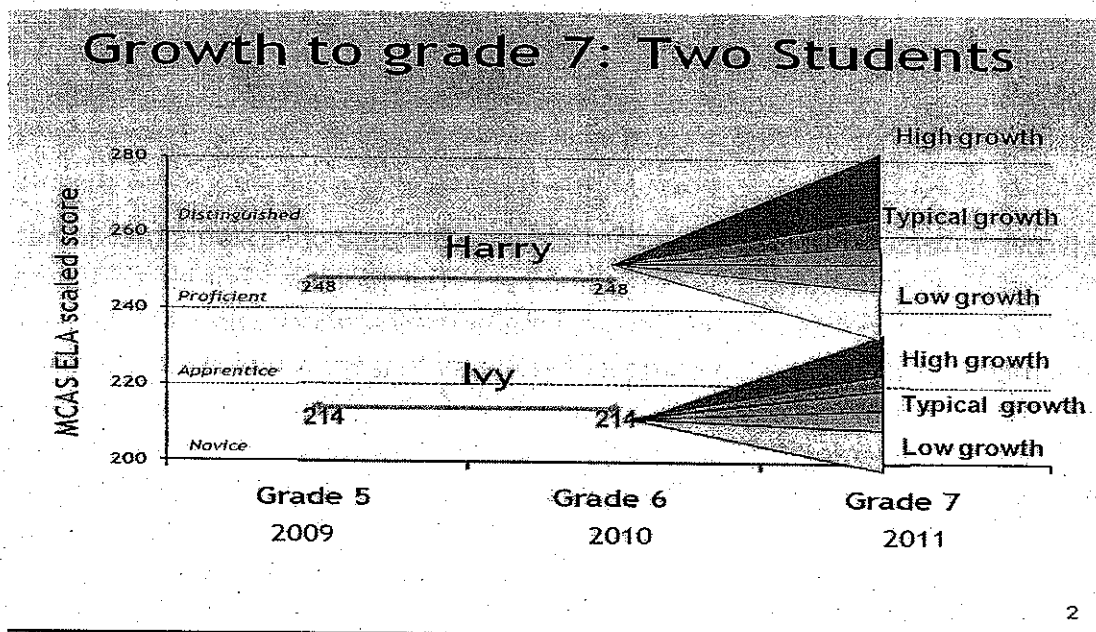
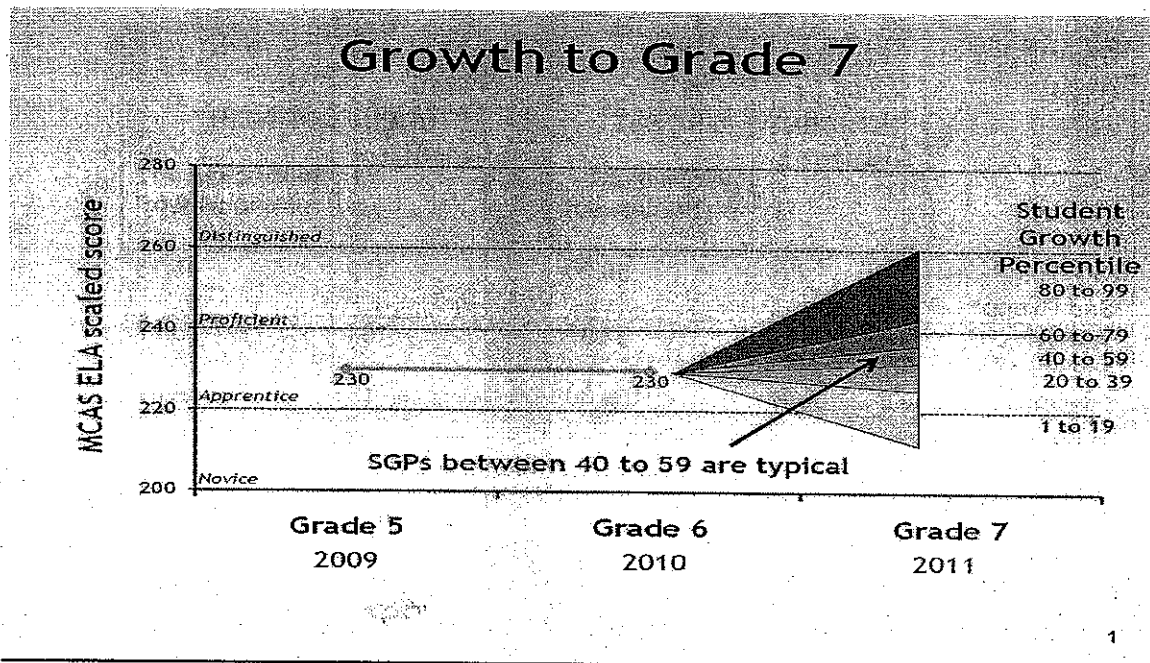
NEXT-GENERATION LEARNERS PROPOSED ACCOUNTABILITY MODEL

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the Massachusetts Department of Education where this method for measuring student growth is used.

GROWTH SAMPLES



NEXT-GENERATION LEARNERS PROPOSED ACCOUNTABILITY MODEL

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Proposed College/Career Readiness Rate Calculation: A readiness percentage is calculated by dividing the number of high school graduates that have successfully met an indicator of readiness for college/career with the total number of graduates. The indicators of readiness include student performance on the ACT, completion of college placement tests or attainment of an industry-recognized career certificate. Kentucky provided a first look at the Readiness Rate in September 2010.

HIGH SCHOOL GRADUATES COLLEGE/CAREER READINESS PERCENTAGE								
				Indicators of Readiness*			Readiness Calculation Percentages	
				Number of Students Meeting Indicator Each student is counted once.				
Year	Code	School or District Name	Number of Graduates	CPE Systemwide Benchmarks on the ACT	College Placement Tests	Career Measures	Percent	2015 Improvement Goal**
2009	XXXXXX	School A	200	90	n/a	5	45%	75%
2010	XXXXXX	School A	300	100	n/a	30	43%	80%
2009	XXXXXX	School B	300	70	n/a	5	38%	70%
2010	XXXXXX	School B	200	25	n/a	5	15%	60%

*CPE Systemwide Benchmarks on the ACT indicator includes students meeting the Kentucky Council on Postsecondary Education (CPE) Systemwide Benchmarks for Reading (20), English (18), and Mathematics (19) on any administration of the ACT. College Placement Tests indicator includes students who missed one or more CPE Systemwide Benchmarks on the ACT but who passed a college placement test. College Placement Tests data will be phased in at a later date. Currently, the Career Measures indicator includes students who missed CPE Systemwide Benchmarks on the ACT or College Placement Tests, but received an Industry-Recognized Career Certificate. *The Kentucky Board of Education has endorsed the idea of additional career measures as the national definition of career readiness evolves.*

**In September 2010, a Readiness goal was established for schools, districts and the state to improve their 2010 Readiness percentage by at least fifty percent (50%). The improvement goal was derived by subtracting the 2010 readiness percentage from the maximum of 100% readiness, then dividing by two. This value was then added to the 2010 percentage to establish a 50% improvement goal for 2015.

While reporting will continue to show an improvement goal, the percentage of students demonstrating readiness (i.e., Readiness Rate) will be included in Next-Generation Learners. In the table above, this is the value in the Percent column under the Readiness Calculation heading.

NEXT-GENERATION LEARNERS PROPOSED ACCOUNTABILITY MODEL

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Revised based on input from Kentucky Board of Education, stakeholders and data simulations

Proposed Graduation Rate Point Calculation: A graduation rate for each school and district will be reported annually in Next-Generation Learners.

Additional reporting of graduation rates may occur to meet federal statutes and regulations.

Overall Score Reporting for Next-Generation Learners: The high school example below displays scores for each category of Next-generation learners. The proposed weights (see page 3) for high school are equally distributed at 20% each for Achievement, Gap, Growth, College Readiness and Graduation Rate.

Kentucky High School Sample

	Raw Score	School Weighted Score	School and District Classifications			
			Distinguished			
Achievement Points Earned	67.5	13.5	Proficient			
Gap (Percent Proficient and Distinguished)	39%	7.8	Needs Improvement			
Growth (Percent Typical or Higher)	49.50%	9.9	Persistently Low Achieving			
College Career Readiness (Percent of Students Meeting Indicators)	38%	7.6				
Graduation Rate	83%	16.6				
Total	N/A	55.4				

Standard Setting

The standard setting process will establish the goals and cut scores or point totals that determine school and district placement in one of four classifications (Distinguished, Proficient, Needs Improvement or Persistently Low Achieving). The standard setting process will occur after data is available from the first administration of the new state required assessments outlined in Senate Bill 1.